

This policy is designed to support all the school's aims and objectives.

1. Introduction – Statement of General Principles

- 1.1 The school is committed to providing for and promoting the spiritual, moral, social and cultural development of all pupils.
- 1.2
 - i) Moral Development relates to human behaviour especially concerning understanding the difference between right and wrong.
 - ii) Spiritual Development relates to intangible matters and relationships based on communication between minds and souls. Spiritual development goes beyond what a pupil can know or can do and relates to what sort of person they are becoming.
 - iii) Social development concerns knowledge and understanding of the different relationships, the institutions and the various communities that constitute contemporary society.
 - iv) Cultural development relates to the total range of artistic and social activities and ideas that exist in contemporary and previous societies.
- 1.3 The provision of spiritual, moral, social, cultural development is delivered through the whole range of school activities including:
 - i) The whole school curriculum.
 - ii) Tutorial support (including Citizenship/PSHE).
 - iii) Collective worship and “Thought for the Day”.
 - iv) Extra-curricular activities including school shows/musical events, charitable events, visits, sports events.
 - v) The example set for pupils by adults in the school.
 - vi) Links between the school and various community organisations.
- 1.4 The aims of the spiritual, moral, social, cultural provision are:
 - i) to provide pupils with knowledge and insight into values and beliefs and enable them to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge;
 - ii) to teach the principles which distinguish right from wrong;
 - iii) to encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship;
 - iv) to teach pupils to appreciate their own cultural tradition and the diversity and richness of other cultures;
- 1.5 The responsibility for the delivery of the provision, and for its monitoring and evaluation lies with subject and pastoral leaders in the school.

2. Development of Spiritual, Moral, Social, Cultural Education

All subject areas and all pastoral teams can make a valuable contribution to the development of spiritual, moral, social, cultural education. Provision for spiritual, moral, social, cultural should be identified in schemes of work and pastoral plans. Teaching and learning activities can be developed around the following suggested themes:

1.

SPIRITUAL DEVELOPMENT

AREA

PUPILS SHOULD HAVE THE OPPORTUNITY TO:

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| 1.1 | <u>Beliefs</u> | <ul style="list-style-type: none">(i) Develop personal beliefs, including religious beliefs.(ii) Appreciate that people have individual and shared beliefs on which they base their lives.(iii) Develop an understanding of how beliefs contribute to personal identity. |
| 1.2 | <u>Awe, wonder
mystery</u> | Be inspired by the natural world, mystery, human achievement. |
| 1.3 | <u>Feelings of
transcendence</u> | <ul style="list-style-type: none">(i) Experience feelings which may give rise to belief in the existence of a divine being.(ii) Experience feelings which stimulate the belief that one's inner resources provide the ability to rise above everyday experiences. |
| 1.4 | <u>Meaning and
Purpose</u> | <ul style="list-style-type: none">(i) Ask questions about the meaning of life.(ii) Reflect on the origins of life.(iii) Respond to challenging experiences in life. |
| 1.5 | <u>Self knowledge</u> | <ul style="list-style-type: none">(i) Increase their awareness of their own thoughts, feelings, emotions, responsibilities, experiences.(ii) Grow in understanding of individual identity.(iii) Develop self-respect. |
| 1.6 | <u>Relationships</u> | <ul style="list-style-type: none">(i) Recognise and value the worth of each individual.(ii) Develop a sense of community.(iii) Build relationships with others |
| 1.7 | <u>Creativity</u> | <ul style="list-style-type: none">(i) Express innermost thoughts(ii) Exercise imagination. |
| 1.8 | <u>Feelings</u> | <ul style="list-style-type: none">(i) Experience emotions when encountering beauty, injustice.(ii) Develop the ability to control emotions and use them as a source of growth. |

2.

MORAL CURRICULUM

AREA

PUPILS SHOULD HAVE THE OPPORTUNITY TO:

- 2.1 Principles**
- (i) Develop concepts of right and wrong.
 - (ii) Consider the connection between principles and moral behaviour.
 - (iii) Develop a set of personal principles which inform their own moral behaviour.
- 2.2 Codes**
- (i) School Council; rewards/prizegiving.
 - (ii) Explore the variety of sources of personal morality – beliefs and values of individuals; social, cultural, and religious groups.
- 2.3 Making Judgements**
- (i) Question the codes and conventions of society.
 - (ii) Recognise the boundaries of value systems.
 - (iii) Develop the ability to make their own judgements.
 - (iv) Recognise the need to make personal decisions in areas which are considered right by some, wrong by others.
 - (v) Discover the need to review and re-assess their values, codes and principles in the light of experience.

N.B. PSHE – Assemblies/Thought for the Day frequently cover elements of the moral curriculum.

3.

SOCIAL CURRICULUM

AREA

PUPILS SHOULD HAVE THE OPPORTUNITY TO:

- | | | |
|------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 | <u>Community</u> | <ul style="list-style-type: none">(i) Explore the rewards and responsibilities of living in a community.(ii) Become involved in community projects.(iii) Operate in a number of different roles within the community.(iv) Share in times of celebration and sadness.(v) Acknowledge the importance of others in the community.(vi) Be valued by the community. |
| 3.2 | <u>Responsibility</u> | <ul style="list-style-type: none">(i) Develop leadership skills.(ii) Take responsibility for their own actions.(iii) Be involved in the setting of personal targets.(iv) Act on their own initiative.(v) Take responsibility for others. |
| 3.3 | <u>Relationships</u> | <ul style="list-style-type: none">(i) Practice skills of communication.(ii) Work as part of a group/team.(iii) Experience a variety of classroom/school organisation.(iv) Develop negotiation skills.(v) Listen to the views of others.(vi) Explore relationships in the wider community. |
| 3.4 | <u>Society</u> | <ul style="list-style-type: none">(i) Investigate the formal structures of society.(ii) Explore the variety of social organisation to be found in the wider community.(iii) Experience the importance of rules which operate for the common good. |

N.B. PSHE links with the community involve all of the following:
local sports clubs; charities; tins at Christmas for the elderly; "Eco" clubs; "small change"; work experience; speakers at prize-giving; Young Enterprise; banks; police liaison officer; school nurse; Crime Prevention Panel; Police Consultative Committee; Lichfield Festival; public speaking competition.

4.

CULTURAL CURRICULUM

AREA

PUPILS SHOULD HAVE THE OPPORTUNITY TO:

- 4.1 Knowledge**
- (i) Extend their knowledge of their own cultural inheritance.
 - (ii) Explore cultures other than their own.
 - (iii) Investigate the links between achievements in different fields or disciplines.
 - (iv) Consider the influence of cultures on each other.
- 4.2 Understanding**
- (i) Talk about that which is important to them.
 - (ii) Share in what is important to others.
 - (iii) Encourage the development of achievements and interests in themselves and others.
 - (iv) Celebrate achievements by members of the community in whatever sphere.
- 4.3 Interest**
- (i) Be introduced to a wide range of leisure interests.
 - (ii) Respect and develop interests and accomplishments.
 - (iii) Develop their own creative and aesthetic skills through a variety of media.
 - (iv) Consider the importance of leisure.
- 4.4 Experience**
- (i) Experience and respond to a variety of cultural traditions.
 - (ii) Develop an appreciation of that which is acknowledged to be cultural achievement.

N.B. PSHE: Assemblies: art, music, drama. Extra-curricular activities. School outdoor education visits, ski trips.